Mapping an explanation over time as claims are constructed from evidence can be a powerful instructional tool for both students and teachers. A KLEWs chart can be a useful tool for documenting claims and their connections to evidence and reasoning.

The KLEWs strategy is used to build “public notes” as an explanation is constructed over time.

|  |  |
| --- | --- |
| **COMPONTENT** | **DESCRIPTION** |
| KNOW (K) | Document the uncovering of prior knowledge by asking, “what do you think you know about \_\_\_\_\_?” |
| LEARNING (L) | This is the **CLAIM** column.  Entries are based on statements of learning in response to the guiding question. |
| EVIDENCE (E) | **Evidence** is added to the chart when students share their observations before claims are constructed.  Arrows are used on the chart to connect claims to multiple pieces of evidence |
| WONDERINGS (W) | Testable questions are documented as they arise and every effort is made to test them at some point in the unit. Testable questions often surface during investigations.  *Misconceptions can be rephrased as testable questions.* |
| SCIENTIFIC PRINCIPLES (S) | Throughout the science unit, science concepts are added to this column. They are used during discourse to build a more complete explanation by further elaborating the connection among claims and evidence. |

What questions do you have about using a KLEWs chart?

How might this look with a recent science unit you taught? Use a blank KLEWs chart to fill in what the class might generate.

|  |  |
| --- | --- |
| **COMPONTENT** | **DESCRIPTION** |
| KNOW (K) |  |
| LEARNING (L) |  |
| EVIDENCE (E) |  |
| WONDERINGS (W) |  |
| SCIENTIFIC PRINCIPLES (S) |  |